DOCUMENT RESUME

ED 257 797 SP 026 079

AUTHOR Roberts, Helen
TITLE AASCU Surveys School/College Cooperative Programs. AASCU Special Report.
INSTITUTION American Association of State Colleges and Universities, Washington, D.C.
PUB DATE 28 Jan 85
NOTE 18p.
PUB TYPE Reports - Evaluative/Feasibility (142) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Admission Criteria; *College School Cooperation; *Cooperative Programs; Higher Education; Institutional Characteristics; Program Budgeting; *Program Design; *Program Development; Teacher Education Programs

ABSTRACT

Brief summaries are presented of the results of surveys conducted by the American Association of State Colleges and Universities (AASCU) on school/college cooperative programs. Information is included on: (1) numbers of participating institutions; (2) organization of the school/college programs; (3) types of cooperatives programs; (4) funding of the programs; (5) entry and exit standards for teacher education at institutions involved in cooperative programs with schools; and (6) characteristics of award winning institutions involved in school/college progams. A description is given of the continuing role of AASCU in school/college cooperation. A copy of the survey questionnaire is attached. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

AASCU SPECIAL REPORT

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
✓ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
S. Ralston
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED257797

AASCU SURVEYS SCHOOL/COLLEGE COOPERATIVE PROGRAMS

Helen Roberts
Program Director, AASCU

State colleges and universities have strong historical ties to American public schools. Almost half of the 365 member institutions of the American Association of State Colleges and Universities (AASCU) were originally founded as state teachers' colleges or normal schools.

This year, 335 AASCU institutions have educational degree programs at the bachelor's level; 278 at the master's; and 38 at the doctoral level. These colleges and universities grant nearly 100,000 education degrees annually, and are a major source of in-service training for working teachers.

Because of the importance of cooperative efforts between public colleges and universities and public schools, in 1983 the American Association of State Colleges and Universities decided to document the ways in which AASCU institutions work with elementary and secondary schools to solve problems affecting all levels of the educational system. At the time of the survey, 356 colleges and universities held AASCU membership, of these, 228 or 64 percent responded to the survey. Among the respondents were 79 urban, 106 rural, and 43 suburban institutions. The survey was conducted by AASCU's Division of Academic Affairs and Institutional Services. Some of the findings follow:

- Of the 228 respondents, 73 percent said that they participate in a forum or committee that meets regularly to discuss educational concerns—more than half of these consortia involve the superintendents of schools and the college or university president.

- One-third of the respondents had been recognized with an honor or award for some aspect of their school/college cooperative programs. There were 129 award-winning programs at the responding institutions.

- Award-winning institutions spend 50 percent more on school/college cooperative programs than the average spent by institutions—in 1983 that amounted to approximately $130,000 per year as compared to an average of $85,000 spent.

- Institutions that received awards for their school/college cooperative programs tended to get more grant funding—60 percent had grants from outside sources as part of their funding, compared with only 18 percent of the nonaward-winners.

- Fifty-six percent of the respondents required a test of competency for graduation from teacher training programs.

- Three-fourths of the respondents required that candidates entering teacher training programs pass a test of competence in English, and one-half required proof of competence in mathematics.

- Most school/college cooperative programs involve teacher training and in-service education of teachers and administrators.

- Many are working on developing effective programs to match high school graduation requirements and college entrance requirements; better preparing high school students for college; and improving communication/cooperation between school and college faculty.

Organization of School/College Programs

The survey was designed to provide information about how school/college programs are organized and administered. Who is primarily responsible for cooperation with the schools? Which departments and offices are in regular contact with school officials? How are the schools' needs determined by the college? Is there a consortium or other formalized channel for school/college programs? What mechanisms make faculty available for work with the schools?

It was suspected that most school/college programs were administratively housed in the education department, and, in fact, this was the case for nearly half (99) of the respondents. Thirty-six institutions had a special office set up solely for working with the public schools, 7 ran school/ college programs out of the continuing education department, and 62

SP 026079

institutions reported that they did not have one administrative unit that was primarily responsible for school/college cooperation.

Respondents were asked to identify the departments that were regularly in contact with the schools. AASCU institutions can be proud of the extent to which these programs are of concern to top level administrators. Nearly a third of the institutions reported that the president or chancellor is regularly in contact with the schools. Virtually all education departments have regular contact with the schools, and 142 institutions report regular contact between the continuing education department and the schools. Other departments involved are academic affairs (89), student affairs (77), arts and sciences (57), business (43), social sciences (27), and public affairs (15).

With respect to planning for school/college programs, 73 percent of the institutions reported that they participate in a formal consortium or council which meets regularly with school officials to discuss educational concerns. Such wide spread participation in consortia indicates that in most locations a mechanism for school/college improvement is already in place. These consortia typically involve principals, assistant superintendents, department chairpersons, and school faculty, with college faculty, deans, and vice presidents. Fifty-nine percent of these councils involve the school superintendent and the president or chancellor as well. Most of the consortia involve only the responding institution and the schools in its service area, but smaller numbers do involve other higher education institutions, professional associations, state agencies and even businesses. Most of the institutions reported that specific plans for school/college programs result from the collaborative work of school and college faculty.

The institutions were asked to describe the mechanisms by which personnel are made available for work with the public schools, and most reported that faculty consulting is assigned or arranged through the school of education or other academic departments. One hundred institutions reported that they provide released-time for service to public schools. Eighty-eight institutions reported that faculty volunteer some of their time to the public schools. And only 31 institutions reported that service to schools is a factor in evaluation of faculty. These results suggest that institutions wishing to increase service to the public schools should review the structure of faculty incentives and rewards for service to the schools.

Types of Collaborative Programs

In response to questions about the most important or highest priority school/college programs, the colleges most often mentioned teacher training and in-service education of teachers and administrators. But 72 institutions also mentioned specific programs targeted to local needs that were developed through cooperative efforts with the schools.

An earlier survey identified a number of problematic aspects in school/college cooperation; these were listed and the institutions were asked to indicate whether any of these had been identified as a problem in their region and whether the institution has implemented a program which addresses the need. Many institutions have identified a need and are trying to develop effective programs for:

- matching high school graduation requirements and college entrance requirements
- better preparing high school students to enter college
- retraining or in-service education of school faculty in specific subject areas of critical need
- meeting teacher shortages in the public schools
- improving communication or cooperation between school and college faculty.

The survey also uncovered a great deal of competition in the "market" for in-service education. Eight-four percent of the institutions reported that there are other institutions providing in-service education to the schools in their region, and most of those share the market with more than three in-service providers.

Funding of School/College Programs

The institutions were asked to estimate the amount of funds expended in FY 83 on cooperative programs with the schools. One hundred and thirty-one institutions reported spending $11,172,880 on school/college programs in FY 83, or an average of $85,000 per institution.

The institutions were also asked about the sources of funds that made up their school/college budgets, and most reported that school/college programs were derived from the regular departmental budgets, with no special sources of funds. Thirteen percent of the responding institutions received funds from special legislative appropriations; thirty-nine percent receive grants from outside sources to supplement school/college programs; thirty-four percent had contracts with the public schools; fifteen percent fund some programs through fees paid by individuals; and 6 percent of the institutions reported that school/college programs are conducted on a volunteer basis with no funding at all.

The institutions were asked to estimate the amount of funds that would be required to meet the presently identified needs in school/college cooperation. One hundred and thirty-seven institutions reported that they need $22,984,301 to meet currently identified needs—almost double what they were spending on these programs.

Entry and Exit Standards for Teacher Education

Because teacher training is the largest school-related program at state colleges and universities, and because several of the national reports had been critical of teachers and their preparation, inquiries were made regarding entry and exit standards for the teacher preparation programs.

The mean grade point average (GPA) required for entry into the teacher training programs at responding AASCU institutions was 2.4, with minimum GPA's ranging from 2.0 to 3.0.

Class standing on entry to teacher training was quite variable across the institutions: 45 percent had no specific minimum, 21 percent required the equivalent of sophomore standing, 28 percent required the equivalent of junior standing, 3 percent reserved teacher training for the senior year, and 2 percent offered teacher training at the postbaccalaureate level only.

Other requirements for entry into the teacher training program included:

- a preprofessional examination (required by 13 percent of the institutions)
- a prepracticum or orientation course (required by 34 percent)
- specific basic course requirements in English or and English competency or proficiency examination (required by 73 percent)
- specific basic course requirements in mathematics or a mathematics competency or proficiency examination (required by 51 percent)

Other common requirements for entry into teacher training included recommendations, interviews, and physical examinations.

In 1983, before the current reform movement got underway, 56 percent of the institutions were requiring their teacher education graduates to pass a test of competence. Alabama, California, Florida, Georgia, and Oklahoma had developed state teacher's exams, and 43 institutions used the National Teachers Examination. It is projected that in 1985, even more institutions are requiring teacher competency testing.

82 Award Winning Institutions

More than one-third of the responding institutions had received an award or honor for some aspect of their school/college programs. These 82 institutions reported 129 different award winning programs such as:

- A camp for exceptional children at **Northeastern Oklahoma State University** serving hundreds of handicapped, gifted and other exceptional children each summer while providing field experience for more than a hundred teacher trainees.
- A field-based, cross-cultural education development program at the **University of Alaska in Fairbanks** that trains Alaskan Eskimo and Indian teachers for rural schools.
- An urban teacher preparation program based at an inner-city high school conducted by **Old Dominion University** in Virginia.
- A support system for beginning teachers sponsored by the **University of North Carolina at Asheville**.
- A microcomputing network operated by **Indiana State University** to assist public school personnel through software exchanges, telephone consultations, conferences, and demonstrations at the network headquarters.
- **Emporia State University's** biennial Gallup-type poll on Kansans' attitudes toward public education. Emporia State also conducts an annual statewide teacher supply/demand survey.
- A center for precollege programs at **New Jersey Institute of Technology** introduces minority and women high school students to career and collegiate opportunities in science and technology, and provides support services to high school science and math teachers.
- A cooperative agreement between **Millersville University of Pennsylvania** and a local township to combine school and college resources to improve the curriculum.
- **Tennessee Technological University's** program to train vocational-technical teachers to work with special needs students, thereby increasing access to vocational education for special students statewide.

Differences between the award winning institutions and the group as a whole on such variables as administration, program operation and funding included higher percentages of:

- participation in consortia
- special offices solely for working with the public schools
- specific programs targeted to the needs of local schools
- *both* faculty volunteerism *and* release-time granted for service to the schools.

Twenty percent of award-winning institutions reported that service to public schools was a factor in evaluation of faculty, as compared with thirteen percent for all the institutions.

The single most distinguishing characteristic of award winners was the fact that those institutions spent 50 percent more on their school/college programs than the average amount spent by the respondents as a group. The award winners spent an average of $130,000 per year, compared to an average for the whole group of $85,000. Survey results also show that 60 percent of the institutions that had won awards for their school/college cooperative programs had grants from outside sources to help fund those programs. Of the nonaward winners, only 18 percent received grants for such programs.

AASCU's Continued Role in School/College Cooperation

In February of 1981, the AASCU Board of Directors appointed a Task Force on School/College Cooperation to work with the Council of Chief State School Officers and other appropriate organizations to promote cooperative efforts between state colleges and universities and local schools.

After the release of "A Nation at Risk" in May of 1983, this task force was reconstituted as the Task Force on Educational Excellence. The Task Force on Educational Excellence has developed an association policy statement on excellence and opportunity in education, conducted a Wingspread conference on reform of teacher education at state colleges and universities, and developed an awards program for 1985 that will showcase accomplishments of state colleges and universities in developing partnerships to address eight different areas of educational program needs.

Several of the association's standing committees have also taken up the topic of school/college cooperation within the context of their programmatic charges. The Committee on Urban Affairs is exploring the role and responsibilities of urban colleges vis-a-vis urban elementary and secondary education. And the Committee on Agriculture, Renewable Resources, and Rural Development is collecting information on institutional programs developed to meet the needs of teachers and administrators in rural or remote schools in conjunction with an AASCU rural development network.

In 1985, AASCU is starting a Center for Quality Enhancement, which will undertake research and professional development activities designed to assist state colleges and universities in improving the quality of undergraduate education. As the primary "colleges of opportunity" within the states, AASCU institutions must continuously find ways to improve academic programs and maintain the public's access to higher education.

As educational reforms continue in the states, it will be of interest to monitor additional changes in school/college cooperative programs and the allocation of resources to improving excellence *and* opportunity in education.

BEST COPY AVAILABLE

aascu

American Association of State Colleges and Universities One Dupont Circle/Suite 700/Washington, D.C. 20036 (202) 293-7070

June 28, 1983

TO: AASCU Presidents and Chancellors

FROM: Harold Delaney, Executive Vice President

SUBJECT: *AASCU Survey on School/College Cooperation*

There is at this time a very high level of interest in school and college programs nationwide. This interest is in part due to the dramatic report of the National Commission on Excellence in Education, *A Nation At Risk*, which was released last month. The concurrent release of a number of reports by other groups such as The College Board and the Education Commission of the States have stimulated considerable attention by the press to issues related to school and college programs.

In February of 1983, the AASCU Task Force on School/College Cooperation (President Sam Ingram, Chairman) met jointly with the AASCU Committee on Urban Affairs (President William Maxwell, Chairman) to discuss school/college cooperation and to determine ways in which AASCU could promote institutional efforts in this area. The need for better information about existing programs was identified, especially since AASCU institutions grant one half of both the bachelors and masters degrees conferred in education in the United States.

In May, the AASCU Board of Directors created a Task Force on Excellence in Education (President John Porter, Chairman) which incorporates the former school/college task force. The new task force will conduct a forum with AASCU members at the summer council meeting, and will develop policy recommendations for promoting excellence in school and college programs.

The results of the enclosed survey will be used as background information for the work of the AASCU Task Force on Excellence in Education and will be compiled and published for distribution in conjunction with the annual meeting in San Diego. **While you might assume that the survey is targeted to your school of education, this may not be the case at your institution. Would you take a moment to glance over the questions in the survey, and pass the questionnaire along to the officer who is most familiar with your institutional programs in these areas?** Please use the attached return sheet to tell us who will be completing the questionnaire for your institution.

We would appreciate your response by **August 5**. Thank you very much in advance for your participation in this survey and publication.

Chairman, **James W. Cleary**, President, California State University, Northridge. Chairman-Elect **Joseph J. Orze**, President, Northwestern State University, LA. Past-Chairman, **John J. Kamerick**, President, University of Northern Iowa. Secretary/Treasurer **Janet Gorman Murphy**, President, Lyndon State College, VT. President **Allan W. Ostar**.

Directors **Harold Abel**, President, Central Michigan University. **Warren J. Baker**, President, California Polytechnic State University, San Luis Obispo. **Myron L. Coulter**, President, Idaho State University. **H. Douglas Covington**, Chancellor, Winston-Salem State University, NC. **Janet Greenwood**, President, Longwood College, VA. **Eugene Hughes**, President, Northern Arizona University. **Aubrey K. Lucas**, President, University of Southern Mississippi. **Walter Smith**, President, Florida A & M University. **Lloyd I. Watkins**, President, Illinois State University. **Albert A. Watrel**, President, Dickinson State College, ND. **Gregory Wolfe**, President, Florida International University. **James H. Young**, Chancellor, University of Arkansas at Little Rock.

Cable Address: AASCU-Washington, D.C.

BEST COPY AVAILABLE

aascu

American Association of State Colleges and Universities One Dupont Circle/Suite 700/Washington, D C 20036 (202) 293-7070

AASCU SURVEY ON SCHOOL/COLLEGE COOPERATION

Return by August 5, 1983 to:

Dr. Helen Roberts
AASCU/Suite 700
One Dupont Circle, NW
Washington, DC 20036

Your Institution: _____

Your Name: _____ Telephone Number: ( ) _____

Your Position/Title: _____

Introduction

The purpose of this survey is to document the ways that AASCU institutions work in cooperation with elementary and secondary schools to solve problems affecting all levels of the educational system. A very brief survey carried in the December, 1982 issue of *MEMO: to the president* was used to identify the most common areas of school/college cooperation as well as the most common problems which affect the implementation of cooperative programs. The responses to the December survey formed the basis of this questionnaire.

State colleges and universities have a strong historical tie to the public schools. The 355 AASCU institutions grant one half of both the bachelors and masters degrees conferred in education in the United States. In recent years, AASCU institutions have developed many areas of cooperation with public schools which go beyond the traditional functions of teacher training and in-service education. Programs designed to meet specific needs of public schools now routinely involve the full range of academic and administrative offices.

The AASCU Task Force on Excellence in Education and the AASCU Committee on Urban Affairs have expressed among their highest priorities the need to identify and disseminate workable ideas for school/college cooperation. The results of this survey will be compiled and published as a service to AASCU institutions during the fall of 1983.

The questionnaire is not intended to create a burden of paperwork for you! If the information requested in any of the questions is not already documented for your institution or is not readily available to you, indicate this on the questionnaire. We will follow up with a telephone call if clarification is needed. If you have a question, call Helen Roberts at (202) 293-7070.

Please mail the completed questionnaire by **August 5**. Thank you very much for your participation in this important survey.

(over)

Chairman: James W. Cleary, President, California State University, Northridge; Chairman-Elect, Joseph J. Orze, President, Northwestern State University, LA; Past-Chairman, John J. Kamerick, President, University of Northern Iowa; Secretary/Treasurer, Janet Gordon Murphy, President, Lyndon State College, VT; President Allan W. Ostar.

Directors: Harold Abel, President, Central Michigan University; Warren J. Baker, President, California Polytechnic State University, San Luis Obispo; Myron L. Coulter, President, Idaho State University; H. Douglas Covington, Chancellor, Winston-Salem State University, NC; Janet Greenwood, President, Longwood College, VA; Eugene Hughes, President, Northern Arizona University; Aubrey K. Lucas, President, University of Southern Mississippi; Walter Smith, President, Florida A & M University; Lloyd I. Watkins, President, Illinois State University; Albert A. Watrel, President, Dickinson State College, ND; Gregory Wolfe, President, Florida International University; James H. Young, Chancellor, University of Arkansas at Little Rock.

AASCU SURVEY ON SCHOOL/COLLEGE COOPERATION

1. Is there an administrative unit at your institution that is wholly or primarily responsible for cooperation with the public schools?

   _____ yes _____ no

   If yes, what is the name of the unit?

   _____

2. Which departments and/or administrative units at your institution are regularly in direct contact with the public schools in your service area? (Check all that apply.)

   _____ president's or chancellor's office
   _____ student affairs
   _____ academic affairs
   _____ continuing education
   _____ department/school/college of education
   _____ department/school/college of business
   _____ department/school/college of public affairs
   _____ department/school/college of social sciences
   _____ department/school/college of arts and sciences
   _____ other: _____
   _____ other: _____

3. Which of the following units of the public schools in your service area regularly participate in cooperative programs with your institution? (Check all that apply.)

   _____ superintendent's office
   _____ in-service coordinator
   _____ supervisor of practice teaching
   _____ principal's office
   _____ faculty: English
   _____ faculty: sciences
   _____ faculty: mathematics
   _____ faculty: social studies
   _____ faculty: foreign language
   _____ other: _____
   _____ other: _____

4. Does your institution participate in a forum, committee, board, consortium or council that meets regularly to discuss educational concerns with public school representatives?

_____ yes _____ no

If yes, what is the name of this group?

_____

What institutions or organizations are represented in this group? (List them below or attach a list.)

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Who serve as the representatives to this group? (Check all that apply.)

_____ chief executive officers

_____ vice presidents, assistant superintendents, principals

_____ department chairpersons

_____ program coordinators

_____ faculty

_____ parents, lay board members, community members

_____ other: _____

_____ other: _____

5. Listed below are a number of program areas related to school/college cooperation.

a) Have any of these been identified as needs in the region served by your institution? If so, indicate these by placing a check in the lefthand column.

b) Does your institution have an ongoing program which addresses any of these needs? If so, place a check in the righthand column. Please attach a description of each program where available.

a) Check below if this has been identified as a need in your region.		b) Check below if your institution has a program which addresses this need.
_____	MAKING ELEMENTARY & SECONDARY STUDENTS AND THEIR PARENTS MORE AWARE OF POSTSECONDARY EDUCATIONAL OPPORTUNITIES INCLUDING FINANCIAL AID	_____
_____	MAINTAINING ENROLLMENTS AND EXPANDING THE POOL OF QUALIFIED APPLICANTS	_____
_____	MATCHING HIGH SCHOOL GRADUATION REQUIREMENTS AND COLLEGE ENTRANCE REQUIREMENTS	_____
_____	BETTER PREPARING HIGH SCHOOL STUDENTS TO ENTER THE COLLEGE PROGRAM	_____
_____	ENROLLING HIGH SCHOOL STUDENTS CONCURRENTLY IN COLLEGE COURSES	_____
_____	RECRUITING MINORITY STUDENTS	_____
_____	RETRAINING OR INSERVICE EDUCATION OF SCHOOL TEACHERS IN SPECIFIC SUBJECT AREAS OF CRITICAL NEED	_____
_____	MEETING TEACHER SHORTAGES IN THE PUBLIC SCHOOLS	_____
_____	IMPROVING COMMUNICATION OR COOPERATION BETWEEN SCHOOL AND COLLEGE FACULTY	_____
_____	OTHER: _____	_____
	_____	
_____	OTHER: _____	_____
	_____	

THE FOLLOWING QUESTIONS RELATE TO PROBLEMS IN THE PROCESS OF DEVELOPING AND IMPLEMENTING SCHOOL/COLLEGE PROGRAMS. PLEASE RESPOND BASED ON THE EXPERIENCE AT YOUR OWN INSTITUTION. ATTACH ANY POLICY STATEMENTS OR PROCEDURES WHICH MAY BE RELEVANT TO YOUR RESPONSES.

Long range planning has been identified by some institutions as a problem in working cooperatively with the schools.

6. Through what mechanism are school/college programs developed at your institution?

_____

_____

7. How does your college or university identify or select the schools with whom it will work?

_____

_____

8. What are the highest priority programs operated by your institution which affect elementary and secondary education?

_____

_____

Why do you consider these your highest priorities?

_____

_____

Funding of cooperative school/college programs has been identified as a problem by many institutions.

9. How does your institution fund cooperative programs with the schools? Please explain.

_____

_____

_____

_____

10. Estimate the amount of funds that your institution expended in FY 1983 on cooperative programs with the public schools.

$_____ amount expended on school/college programs

11. Estimate the budget that would be required by your institution to meet the presently identified needs in school/college cooperation.

$_____ amount needed for school/college programs

Administrative coordination has been identified as a problem in working cooperatively with the schools.

12. How are responsibilities for school/college programs assigned at your institution?

_____

_____

_____

13. Do you share facilities with the public schools?

_____ yes _____ no

If yes, how is this coordinated?

_____

_____

14. By what mechanism(s) does your institution make personnel available for work with the public schools? (Cite policy or procedures, describe reward structure, indicate which departments are involved, include volunteer activities.)

_____

_____

_____

_____

_____

_____

15. Are there any institutions or organizations other than your college or university offering in-service training to schools in your region?

_____ yes _____ no

If yes, name the other agencies and indicate which one is responsible for overall coordination.

_____

_____

_____

The National Commission on Excellence in Education has recommended that standards for teacher training and certification be upgraded.

16. Are there minimum entrance requirements for the teacher training program at your institution?

_____ yes _____ no

If yes, what are the requirements? (List below or attach a list.)

_____

_____

_____

17. Are your teacher education graduates required to pass a test of competence?

_____ yes _____ no

If yes, by whom?

_____ your institution only

_____ certain districts only

_____ statewide

What is the name of the test?

_____

18. Finally, have any of your programs in any aspect of school/college cooperation been identified as exemplary or recognized by an award or honor of any kind?

_____ yes _____ no

If yes, please name the programs below and attach a program description.

_____

_____

_____

_____

_____

THANK YOU VERY MUCH FOR YOUR TIME IN COMPLETING THIS SURVEY!

PLEASE RETURN SURVEY AND ATTACHMENTS TO: Dr. Helen Roberts
AASCU/Suite 700
One Dupont Circle, N.W.
Washington, D.C. 20036

BEST COPY AVAILABLE

aascu

American Association of State Colleges and Universities One Dupont Circle/Suite 700/Washington, D.C. 20036 (202) 293-7070

AASCU SURVEY ON SCHOOL/COLLEGE COOPERATION

Why is AASCU Concerned?

There is at this time a very high level of interest in school and college pro[illegible] stimulated by the report of the National Commission on Excellence [illegible]ucation, A Nation at Risk. The release of a number of other repor[illegible] such groups as The College Board and the Education Commission of the States has increased the national dialogue about schools and colleges.

State colleges and universities have a strong historical tie to the public schools. The 358 AASCU institutions grant more than 100,000 education degrees annually - about one half of both the bachelors and masters degrees conferred in education in the United States. Many AASCU institutions were founded as teachers' colleges and many more have developed new areas of cooperation with schools that go beyond the historical missions of teacher training and in-service education.

In May, 1983, the AASCU Board of Directors created a Task Force on Excellence in Education chaired by President John Porter of Eastern Michigan University. The task force has conducted a series of forums on state policy issues and alternatives which will culminate in an AASCU policy statement on excellence in education to be released in late 1984.

Also in 1984, the AASCU Board of Directors will implement a new Award for Excellence in School/College Cooperation presented annually to the AASCU institution that best exemplifies the commitment of state colleges and universities to join with schools, business and others to improve the quality of education in the community, region or state.

What are AASCU Institutions Doing?

Because of the on-going concern about school and college cooperation among the Task Force on Excellence in Education, the Committee on Urban Affairs and other standing committees of the association, in July of 1983 the AASCU Office of Urban Affairs undertook a survey of the membership. The purpose of the survey was to document the ways in which AASCU institutions work in cooperation with elementary and secondary schools to solve problems affecting all levels of the educational system. The survey inquired about administration, funding, and various programmatic areas of school and college cooperation.

Chairman, James W. Cleary, President, California State University, Northridge; Chairman-Elect, Joseph J. Orze, President, Northwestern State University, LA; Past-Chairman, John J. Kamerick, President, University of Northern Iowa; Secretary/Treasurer, Janet Gorman Murphy, President, Lyndon State College, VT; President Allan W. Ostar.

Directors: Harold Abel, President, Central Michigan University; Warren J. Baker, President, California Polytechnic State University, San Luis Obispo; Myron L. Coulter, President, Idaho State University; H. Douglas Covington, Chancellor, Winston-Salem State University, NC; Janet Greenwood, President, Longwood College, VA; Eugene Hughes, President, Northern Arizona University; Aubrey K. Lucas, President, University of Southern Mississippi; Walter Smith, President, Florida A & M University; Lloyd I. Watkins, President, Illinois State University; Albert A. Watrel, President, Dickinson State College, ND; Gregory Wolfe, President, Florida International University; James H. Young, Chancellor, University of Arkansas at Little Rock.

Of the 356 surveys mailed to AASCU presidents and chancellors, 228 or 64% were returned. These 228 responding institutions granted about 73,000 bachelors and masters degrees in education, representing 72% of all education degrees awarded by AASCU institutions (1981 HEGIS data). Among the respondents were 79 urban, 106 rural, and 43 suburban institutions.

Some of the interesting findings of the survey....

Administrative responsibility for school/college programs:

43% say this is the responsibility of the department or school of education
16% have a special office with designated responsibility for school/college programs
27% have no unit designated with this responsibility

Participation in forum, consortium or council with the public schools:

Three-fourths of the institutions participate in such a group.

Of the 167 active consortia:

- 81 involve local schools and the responding institution only
- 30 involve other higher education institutions as well as schools
- 56 involve schools, colleges and other educational, governmental or business organizations.

The representatives typically include departmental administrators, vice presidents, assistant superintendents, principals and faculty. Less frequently involved are lay board members, community representatives and students. 99 of these consortia involve college presidents and superintendents.

Shared facilities:

64% share facilities with the local schools.

Initiative for school/college programs:

One-half of the institutions say that individual faculty or departmental administrators are responsible for initiating school/college programs.

31% have an advisory committee, council or coordinating body for developing school/college programs.

Highest priority programs affecting elementary and secondary education:

1) teacher preparation
2) graduate, continuing and in-service education for teachers
3) specific needs-based programs targeted to local schools

Making faculty available for service to schools:

67% arrange or assign faculty consultations through the school of education or other department heads
9% reported that faculty volunteer some of their time to schools
44% provide released time for faculty to serve the schools

But only 14% indicated that service to the schools is a factor in the evaluation of faculty.

Competition/coordination in in-service training:

There are 37 institutions that are the sole provider of in-service education to local schools. 84% of the institutions "share the market" with other providers.

Of those that "share the market," almost half are in a situation with three or more providers and no overall coordination of the in-service program.

Requirements for entry into the teacher training program:

The mean grade point average required for entry into the teacher training programs at AASCU institutions is 2.4. These minimum GPA's range from 2.0 to 3.0.

Minimum class standing required for entrance to teacher training -
21% - sophomore
28% - junior
3% - senior
2% - baccalaureate
45% - no specific minimum

13% of the institutions require a pre-professional exam
34% require a pre-practicum or orientation course
47% have specific basic course requirements in English
54% require an English competency or proficiency exam
21% have specific basic course requirements in mathematics
37% require a mathematics competency or proficiency exam

Competency tests for teacher education graduates:

127 institutions (56%) currently require their teacher education graduates to pass a test of competence.

43 institutions use the National Teachers Exam

Seven states have developed their own teacher competency exams-
Alabama
Arizona
California
Florida
Georgia
Oklahoma
South Carolina

Program needs and program responses:

# that say this is a need		# that say they have a program
151	MAKING ELEMENTARY & SECONDARY STUDENTS & THEIR PARENTS MORE AWARE OF POSTSECONDARY EDUCATIONAL OPPORTUNITIES INCLUDING FINANCIAL AID	159
146	MAINTAINING ENROLLMENTS AND EXPANDING THE POOL OF QUALIFIED APPLICANTS	153
131	MATCHING HIGH SCHOOL GRADUATION REQUIREMENTS AND COLLEGE ENTRANCE REQUIREMENTS	95
166	BETTER PREPARING HIGH SCHOOL STUDENTS TO ENTER THE COLLEGE PROGRAM	123
161	ENROLLING HIGH SCHOOL STUDENTS CONCURRENTLY IN COLLEGE COURSES	178
151	RECRUITING MINORITY STUDENTS	167
183	RETRAINING OR IN-SERVICE EDUCATION OF SCHOOL TEACHERS IN SPECIFIC SUBJECT AREAS OF CRITICAL NEED	167
130	MEETING TEACHER SHORTAGES IN THE PUBLIC SCHOOLS	110
166	IMPROVING COMMUNICATION OR COOPERATION BETWEEN SCHOOL AND COLLEGE FACULTY	138

Other areas of program need mentioned were recruitment of teacher education candidates, transfers from community college, educational leadership, evaluation, training of lay boards, student motivation, public relations, and a variety of curriculum concerns.

Funding of school/college programs:

13% receive funds from special legislative appropriations
39% receive grants from outside sources for school/college programs
34% have contracts with the public schools
15% fund programs through fees paid by individuals
6% conduct programs on a volunteer basis

131 institutions reported spending $11,172,880 on school/college programs in FY 83, or an average of $85,000 per institution.

137 institutions reported that they need $22,984,301 to meet the currently identified needs for school/college programs, almost twice as much per institution.

What's Next?

The AASCU Survey on School/College Cooperation turned up 129 different award-winning programs at 82 institutions across the country. This information has already been used to identify contacts and referrals.

Further analysis of the data will be done to determine whether there are factors which contribute to excellence in school/college programs, and whether there are any significant differences between different types of institutions and the way they approach school/college cooperation. The full results of the survey will be provided to AASCU members later in 1984.

For more information about the survey, please contact Dr. Helen Roberts at AASCU - (202) 293-7070. For more information about the Task Force on Educational Excellence or the Award for Excellence in School/College Cooperation, contact Ms. Karen Heger at the same number.

5/4/84